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ABSTRACT

This booklet contains suggestions of ways to create materials and activities for the writing classroom. Following an introduction that emphasizes the importance of writing, the booklet presents lesson plans that utilize community and multisensory resources; offers a rationale for establishing a writing resource center in the classroom and ideas for use in such a center; provides a list of books, kits, workbooks, and records for motivating writing; and includes a selection of easily obtainable, low-cost teacher resources to stimulate student writers. (AEA)

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A GUIDE TO CREATING MATERIALS AND ACTIVITIES FOR THE WRITING CLASS

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WISCONSIN WRITING PROJECT 1979

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To children —

Ye are better than all the ballads
That ever were sung or said
For ye are living poems
And all the rest are dead.

H.W. Longfellow

Don't run. Go slowly.
It is only to yourself that you have to go.

We walk through ourselves meeting robbers,
ghosts, giants, old men, young men, wives,
widows, brothers-in-live; but always
meeting ourselves.

John Logan

To dream of the person you'd like to be
is to waste the person you are.

Introduction-Philosophy

Children's own experiences through involvement and observation are a natural springboard from which the child can plunge into the writing pool. The successful classroom environment which fosters such involvement and observation must provide a wide variety of situations and stimuli, stimuli which deal with the senses and further their relationships to the writing process.

The importance of writing itself is prefaced by several broad concepts applicable to education in general. These include the recognition of individual abilities, interests, experiences and methods of expression; the importance of a student's concept of not only himself, but also his role in his environment; concern for "the challenge," problem solving, and student responsibility; the need to make comparisons, connections and relationships; the desire for personal commitment and involvement by both student and teacher; the inclusion of specific concepts, techniques and mechanics; the recognition of the teacher as the spark that makes learning come alive through a flexibility in organization, reorganization and variation of suggested projects in order to suit student needs or adapt ideas in order to heighten the concepts which are to be presented.

The "hair pulling" comes in putting these concepts into practice. Motivating students to integrate these concepts can often be the teacher's greatest frustration. This frustration can be reduced if the teacher capitalizes on student experience and environment, experience and

environment which roots itself in the senses and grows in a variety of media, materials and resources. It is with this in mind that this guide will demonstrate the "why's, where's and how to's" of gathering and creating such resources and their applicability to the writing process, not only as pre-writing tools, but also as products of the process.

"Right at Your Fingertips"

The world is so you have something to stand on.

--Ruth Krauss

Though we travel the world over to find the beautiful, we must carry it with us or we find it not.

--Emerson

COMMUNITY RESOURCES

Students live. They exist. They have an environment, a community, and that community has them. There is an awareness between the two, an almost unconscious awareness, a taken-for-granted awareness. Teachers search for ways to motivate students and with that same "taken-for-grantedness" often overlook one of the most obvious resources available: the community. Not only is it a springboard to which students can readily relate, but it is often a very "responsive audience," willing to contribute time, energy, ideas, and supplies which can be effectively used to trigger and facilitate a variety of writing projects. The activities included in this section merely illustrate the basic usage of community resources which may guide teachers to even bigger and better things. Free things. New things. Old things. Cheap things Where to get them? How to use them? Read on!

Activity: Writing Business Letters

Objective: To learn proper form for a variety of business letters.

Materials: Letter(s) written to class from local businesses (to be pre-arranged by teacher), writing supplies, sample letter forms.

How to do it: Contact well-known business(es) and ask them to write a business letter to your class which asks for a reply (i.e., business asks for seventh graders' opinion of their menu, products, type of home they would buy, etc.)

Read letter to class and post; analyze parts. students reply following original letter's form. Hopefully, the business will send a final reply, if simply a "Thank You."

Variations: Once the basic business letter form has been studied, students may use it to write complaint letters to manufacturers, letters of resignation, letters of dismissal, and letters of request. These often result in answers, to which additional correspondence may be added. Talking directly with heads of local businesses concerning hiring and firing policies adds interest and realism.

Variation: Letters to the editors of local newspapers can be very effective, as can "Dear Abby" letters. The effectiveness is heightened, however, when these letters are actually sent and <u>possibly</u> printed, often with replies!!

Activity: "Number Please"

Objective: To record important information from a telephone call and relay it in a readable message.

Materials: Real (or toy) telephones, writing supplies

How to do it: Discuss importance of time when messages are taken, family practices, common messages (i.e., Joe called). Have students ready to take a phone message, give a message as if to a parent. Say it quickly. Discuss their attempt to take the message. Using original telephone conversation, reread as someone jots important phrases on board. Together compose a note, making sure it is both directed to correct person and signed by the message taker. Give a second message, to which students first jot important information, then compose a note.

Variation: Have students write telephone conversations and then take messages in groups of two.

Activity: "Seeing is Believing"

Objective: Use observation of community people to write realistic character sketch.

Materials: "subjects" from community

How to do it: Have students choose a public place to conduct some people-watching. Some suggestions might include museums, restaurants, bus stops, airports, and department stores. Have them choose one person whom they do not know and try to imagine his or her lifestyle and personality by simply observing appearance and actions. From their observations, have them build a realistic character profile of this person including everything from name and age, to profession and hobbies. Then have students use the information they've invented to create a short story or poem with this person as the main character or focus of their writing.

Activity: First Impressions

Objective: Writing a personality profile.

Materials: Local "celebrities," the library, etc. for copies of handwriting. Writing supplies.

How to do it: Have students imagine that they are handwriting experts. Have them analyze the handwriting of someone who may or may not be famous. The local library often has special letter collections, history books, and autographed photos. After studying the handwriting sample, students then give a personality profile of the person by analyzing what they saw. Have them describe the letter formations, spatial relationships, and general legibility of the writing that leads them to draw various conclusions about this person's character. (Note: They may wish to consult a handwriting analysis book to give them pointers on what to look for in their samples. However, encourage them to develop their own conclusions about what these specific characteristics reveal about a personality. It may be more fun to look at the book after they've written their analysis and see how they compare with the experts.)

Activity: Pass It On!

Objective: To become aware of details and organization.

Materials: Friends or family members, writing supplies

How to do it: Have students ask a friend, parent, relative, or neighbor to explain (from memory), the procedure for baking a cake, playing a game, building a fort, walking to a particular location, etc. Students then transcribe their monologue and bring it to class. Analyze how this spoken message must be revised and rearranged for a written version in order to make the instructions clear to a reader. Have students write the revised and organized version.

Activity: "It All Applies!"

Objective: To write a cover letter

Materials: Want ads from local newspaper, writing supplies

How to do it: Have students choose a want ad from a local newspaper and write a cover letter to accompany their resumes. Discuss what to include as reasons for submitting a resume to a specific employer: What position do you want? How did you find out about it? State why you and your credentials (listed in resume) are well-suited for the job. Explain your wish for a reply from them: e.g., say that you look forward to hearing from the employer.

Such a study can be followed up by actual contact with the employer, explaining the purpose of the study and receiving feedback regarding the impact of such a letter on that particular employer.

Activity: Inspection Time

Objective: Use of observation and note-taking

Materials: Local businesses, writing supplies

How to do it: Present this idea to your students: the next time you go to a restaurant (or an office, church, drug store, etc.) pretend you are an official inspector. Take notes on the quality of the food or other goods, notice the service, the cleanliness, safety, etc. Write a resume of your findings. If you're brave enough, share your report with the establishment, accompanied by a cover letter.

Activity: Last Will and Testament

Objective: Use of note-taking and organization skills for clarity

Materials: Lawyer (guest speaker), writing supplies

How to do it: Discuss and obtain examples of wills (in legal form) from a reputable local lawyer. Have students write wills stating what they will leave to the school, the teacher, or the incoming students as they leave their present class to move on to the next grade.

Activity: Observing and recording sensations

Objective: Students' observations heighten awareness to act as writing motivation.

Materials: the senses, writing supplies

How to do it: Choose any place you would like, and go there with paper and pencil. For fifteen minutes write down what you hear, see, and smell there. You may include thoughts and feelings about what you observe. You may also want to say what things look, sound, or smell like. Based on your observations, discuss the differences between sensory data and personal reactions in a written paper.

Activity: "Group touch"

Objective: Students use the sense of touch to motivate the accumulation of descriptive words. Verbalizing the non-verbal.

Materials: Paper bags, a variety of tactually interesting objects such as velveteen, popcorn, a damp sponge, a peeled grape, sandpaper, a rough stone, a bead, a safety pin.

How to do it: Place objects in bags, and give one bag to each group of approximately four students. Each student, in turn, feels one of the objects, and without seeing or revealing it says aloud what he feels--the shape, texture, consistency, and so on, without naming it, even if he thinks he can. The rest of the group writes down what he says. Afterwards, the group drafts a composite account of what the feeler said, the tactile description of the object, which can be revised as a riddle and later read to the rest of the class to see if others can identify the object from its description. After all the members of the class know what the objects are, they may change the descriptive words to more precise terms, such as rough to gritty, or smooth to concave. Then these descriptions may be put together as a riddle book and exchanged with other classes.

Variation: The same basic procedure can be followed for the sense

Activity: Visual words

Objective: Visual ideas are conveyed with written communication

Materials: Visual suggestions, writing supplies

How to do it: Give examples of words whose meanings can be heightened by visual accents:

Students visually express suggested words so their meanings can be both "read" and "seen."

Possible words which can also be expressed visually:

depress

squeeze

knot

American

leak

sneeze

fire

drip

etc., etc.!!

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Activity: Visual Puns

Objective: Use of puns

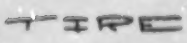
Materials: Suggested visual puns (handout form)

How to do it: Students "unscramble" ideas based on suggested visual puns (handout).

Suggested Visuals:

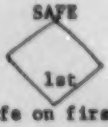
1.
(sock in the eye)

2. PANTS
PANTS
(pair of pants)

3. 
(flat tire)

4. r
g THE i
ROSIE
n
(ring around the rosie)

5. RANGER
(the lone ranger)

6. SAFE


(safe on first base)

7.
KEEP IT
(keep it under your hat)

8. ENGAGE MENT
(broken engagement)

9.
(crooked lawyer)

10. MROW EHT
(the worm turns)

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11. DKI

(mixed up kid)

12.

(bags under the eyes)

13. f r i e n d s — standing miss — f r i e n d s

(misunderstanding between friends)

14. Everyrightthing

(right in the middle of everything)

15. Far Home

(far from house)

15. take one meals

(take one before meals)

17. stone
stone
stone

(rolling stone, or no stone left unturned)

18. one kind another
one kind another
one kind another
one kind another
one kind another
one kind another

(six of one kind, half a dozen of another)

Activity: "Look-and-touch display"

Objective: Use of descriptive words

Materials: A variety of sensory objects set up in a display where children can examine things at their leisure. Suggested items might include: feathers, seeds, velvet, gadgets.

How to do it: Children can make up descriptive words to describe their experience. Remember: touching can be done with more than the hands!

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Activity: What Will You Be?

Objective: Use of personification

Materials: A variety of found objects

How to do it: Children are asked to look at, touch, smell a variety of objects and choose one that they'd like to be. They are to pretend they are the object and write a story telling about one day in their life as that object.

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Activity: "Taste Tells!"

Objective: Use of taste to motivate description and teach similes.

Materials: A variety of different foods.

How to do it: For a culinary approach to teaching similes, have a tasting party. Eat small bites of food, taste liquids from a few drops squeezed from a dropper. Record the reactions on how different things tasted. From this, make up similes to describe the reactions:

As sweet as honey

As juicy as an orange.

(See recipe section for some "neat" things to taste.)

Variations: Why not have a smelling, touching, or listening party?

Activity: "Popcorn!"

Objective: Using the senses to motivate descriptive writing.

Materials: Popcorn, popper, writing supplies.

How to do it: Have a popcorn popping session. Examine and discuss the grains before and after popping. Hear the sounds, smell the aroma, taste the kernels. Brainstorm for lists of sensory words and write a short account of the experience. The rhythms of the popping corn may stimulate some children to write poems. Further expansion of the popcorn theme could entail the use of the record "Popcorn" a synthesizer recording.

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Activity: "See Here!"

Objective: Visual motivators stimulate personification.

Materials: A variety of stuffed animals.

How to do it: Bring some stuffed animals to class. Students can write adventure stories about what the animals would do if they came to life during the night. Expand upon this idea with dolls and doll furniture, trucks, cars, and plastic dinosaurs.

Variation: Collect as many kinds of hats as you can (cowboy hat, army helmet, baseball cap, lady's hat, derby, sombrero, straw hat, beret). Spark the writing process by looking at the hats, discussing them, feeling their textures, and ask, "Why were any of these hats thrown away? Where has it been? What adventures has it had?" Try this activity with clothing, costumes and shoes.

Variation: Have people from the community who would wear specific hats speak to students about their occupations. Students may then write about the occupation from the hat's point of view.

Activity: "Ka-boom!"

Objective: Students use onomotopoeia.

Materials: Suggested sounds, writing supplies.

How to do it: Discuss sounds, cartoon expression of sounds. Students write words which imitate suggested sounds.

Possible suggested sounds:

1. The sound of people eating potato chips (crunch, munch)
2. Church bells
3. A typewriter in action
4. Logs burning
5. Racing cars
6. Thunderstorms
7. Dogs fighting
8. Walking through mud
9. Glass breaking
10. A dripping faucet

Variation: Pupils build sentences from sounds. Supply students with small pieces of paper with sounds written on them (oink, swish, chirp, rat-a-tat, bong, toot, grr, shhh, crunch, splat, etc.). Have each child select pieces of paper and build sentences or short tales using the sounds chosen.

Some other multi-sensory topics might include:

Juicy apples
Bubble gum
Corn-on-the-cob
Mud
The Circus
Pretzels
Holidays
Snow
Cotton candy
Rain
Marshmallows

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Do not train youth to learning by force and harshness, but lead them to it by what amuses their minds so that you may discover the peculiar bent of the genius of each.

Plato

If you don't get lost, there's a chance you may never be found.

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Writing Resource Centers

There is no one definition for a writing resource center. Each center is unique because each teacher is unique in his or her objectives, techniques, and style; each class is unique in its personalities, interests and needs; and each classroom is unique in its basic set up and physical limitations. But a writing resource center can be successful in any situation.

Writing resources centers can be set up anywhere -- in a corner of the classroom, in an empty desk or unused carrel, in the IMC for classes to share, in an empty closet -- anywhere. You may use them in a variety of ways: as optional writing assignments during free time, to stimulate journal entries, to be visited at least once a week per student, whatever fits your class.

The main purpose of a center is to get students to write and to really let them have fun with this writing. If students are given opportunities to have fun with their writing, hopefully, they will do more writing. For this reason, it is suggested that the products which the students turn out in the WRC are not corrected for grammatical or mechanical errors. Instead, the students can share their writing in groups of two, aloud to the class or have the teacher read it. Just let these experiences be times for the students to experiment and enjoy themselves through writing.

Below is a list of ideas for your center.*

1. Using empty cereal boxes

   -- write how it feels to be a bowl of cereal
   -- write a tongue twister from the words on the box
   -- describe how you'd like your cereal to sound in the morning
   -- write a letter to the manufacturer asking for your money back.

2. Using all kinds of old shoes

   -- write who wore this shoe: age, occupation, favorite things, etc.
   -- become the shoe and write about your life
   -- write a riddle or joke about the shoe

3. Using menus

   -- find 20 words on the menu which appeal to sense of taste, write 10 more
   -- write a nonsense menu using food descriptions no one would eat
   -- write a recipe of one of your favorite foods
   -- decide to open your own restaurant and write the menu

4. Using old hats

   -- imagine the person who wore the hat and write about him
   -- write a conversation between two of the hats
   -- describe the difference between the hat when it was new and now

There are thousands of items to use in your center. Check the "Yellow Pages" of this guide for more ideas (don't overlook the check-list for parents). Some of the activities in the Multi-Sensory section could also be used in a writing resource center instead of as whole class assignments. (i.e., See Here! Taste Tells!) Use your imagination with some of these items.

1. Can labels
2. Old clothes
3. Worn or discarded toys
4. Calendars
5. Candy Wrappers
6. Old records
7. Soda bottles
8. Old toothbrushes and empty toothpaste tubes
9. Programs from plays or concerts
10. Old photographs

*These ideas have been taken from or inspired by Good Apple Workshops publications.

How do I know what
I think till I see
what I say?

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Nothing ends without breaking,
because everything is endless.

-Antonio Porchia

The Yellow Pages

–what to get
–where to visit
–how to do it

The teacher is the director who sets the stage for writing. Spending time creating an environment in which students have many worthwhile things to write about will inevitably improve the results of the products. This can be done by an extensive amount of first-hand experience. The experience comes from children's reactions to materials in the world around them. When appropriate the teacher may:

-- Take a class on a fieldtrip

-- Invite resource people to visit

-- Introduce enrichment materials into the room

The teacher has the opportunity to use the entire school building and campus; the classroom is not bound by its four walls. In this kind of teaching it takes more imagination than money. As we observed, the more imaginative the teacher, the greater the "junk," the fewer the textbooks, and the higher the quality of thinking and writing.

This section will help you see the wide variety of resources available to you. It is merely a beginning -- a place for you to start.

Though some of the people and places are not directly accessible to you, perhaps they will give you an idea of similar offerings in your area.

The sources contained here are easily obtainable, usually at little or no cost. Use this section as a reference for locating the materials, the people, and the places you will need when developing your writing lessons.

The ideas for integrating the resources into your writing program are left up to you, the creative teacher, striving for an exciting environment for learning.

HAPPY CREATING!

THE MENU

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How come nothing's like it was until it's gone?

-The Beatles

SCROUNGE CHECKLIST FOR TEACHERS

Here's a list of items you may find useful to have in your classroom for creating your own materials and activities.

— sequins, glitter

— beads, buttons

— rickrack, lace, yarn

-- fabric, felt, burlap

-- wallpaper books

— catalogs, magazines

— sunglasses, watches, hats, scarves

-- hand mirror

-- crown

-- blindfolds

-- timer

-- telephones

— a microphone (non-working)

-- large-eye needles

-- telephone books

— bulk ice cream containers

-- kitchen utensils

-- tools

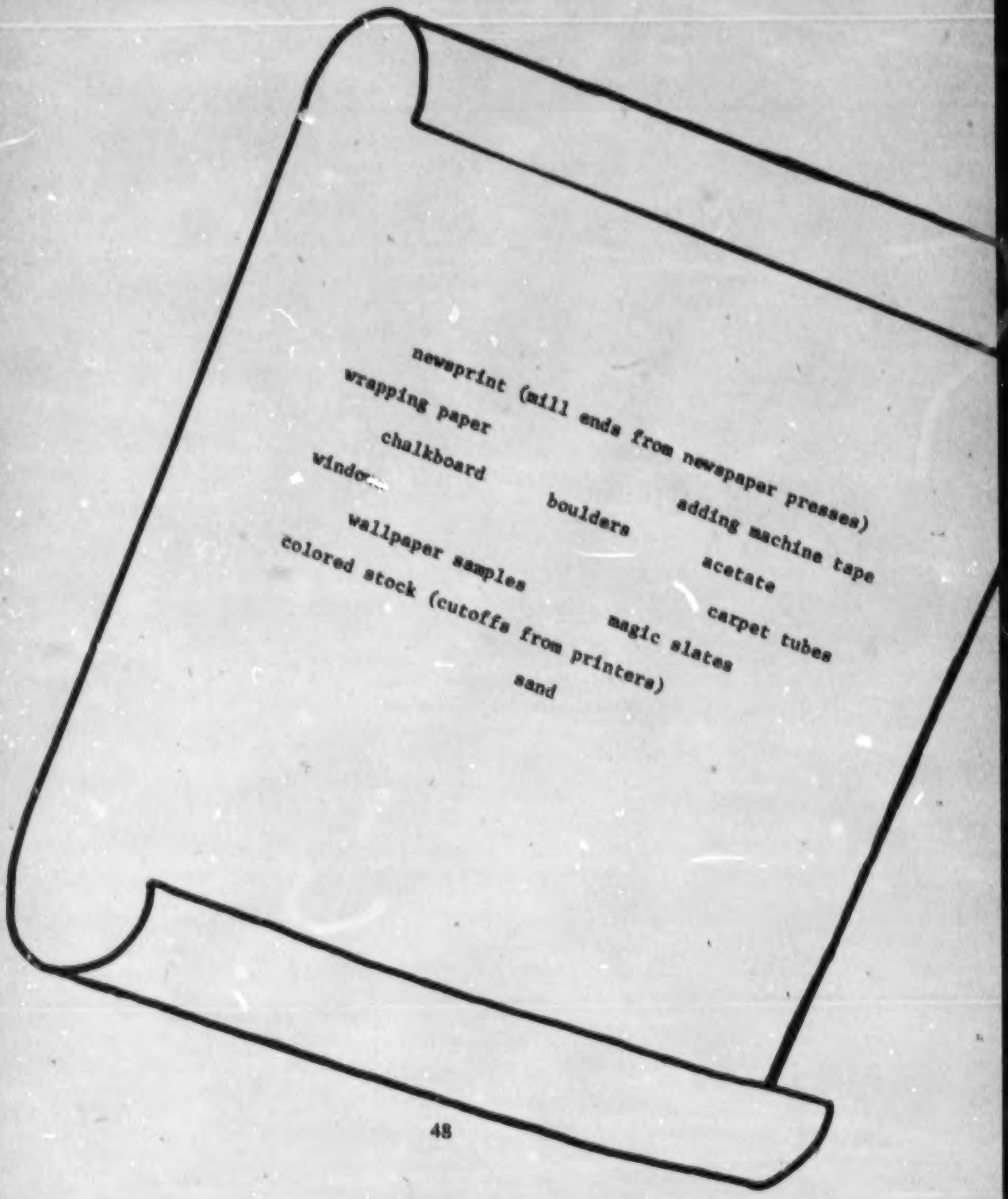
-- egg cartons

— paper bags

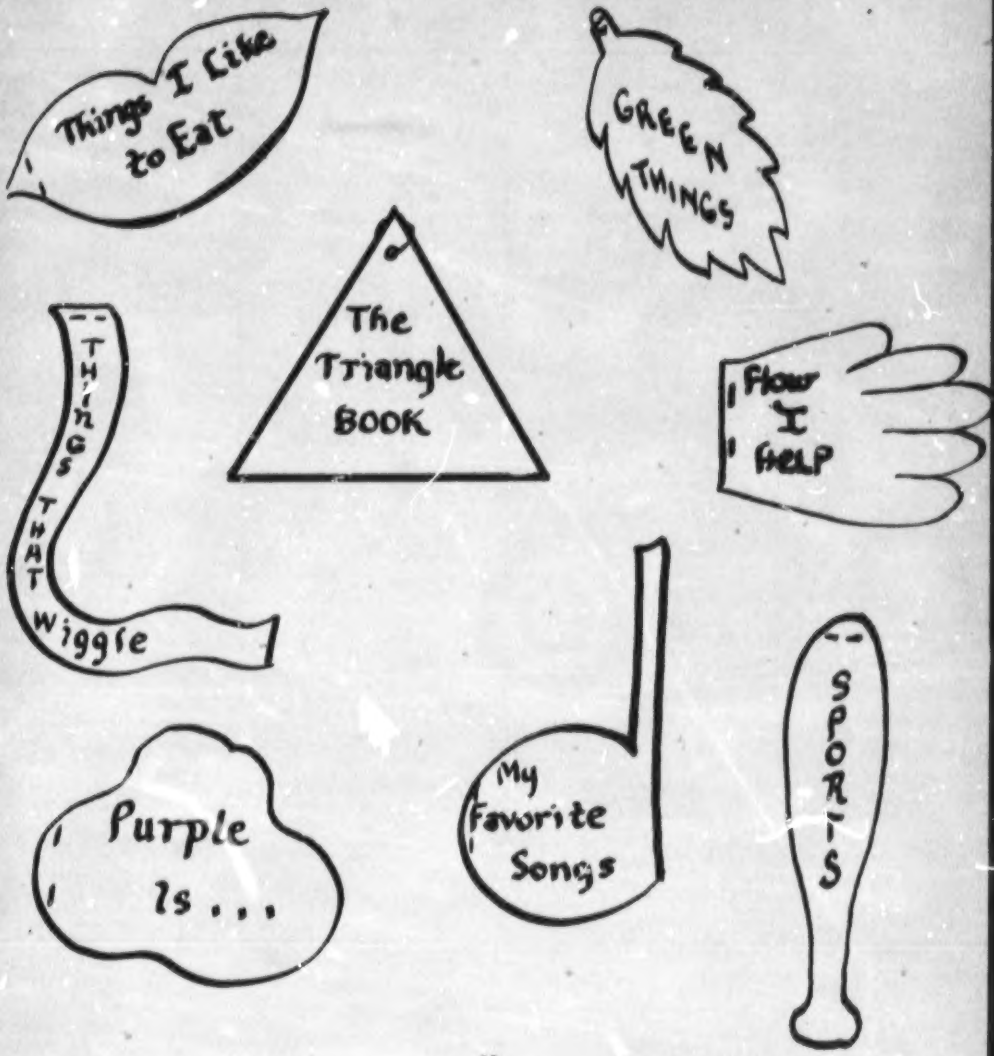
-- popsicle sticks

A "Useful List of Classroom Items That Can Be Scrounged or Purchased is available, free, from: Early Childhood Education Study
55 Chapel St.
Newton, MA 02160

ALTERNATIVE WRITING SURFACES



YOU CAN TELL A BOOK BY ITS COVER!



SIMPLE BOOKMAKING

SAMPLE	BINDING	TYPE	MATERIALS
	Pages are folded accordian style and glued to a cover.	Accordian	Cardboard Glue
	Drill hole in cover. Use key chain or notebook ring to hold together pages.	Ring	Thin plywood 3/16" Balsam
	Staple pages together and glue to cover.	Stapled	Cardboard Contact Staples Glue
	The pages and cover are shaped to the topic or colored to the subject.	Shape and Color Books	Construction paper Posterboard Cardboard

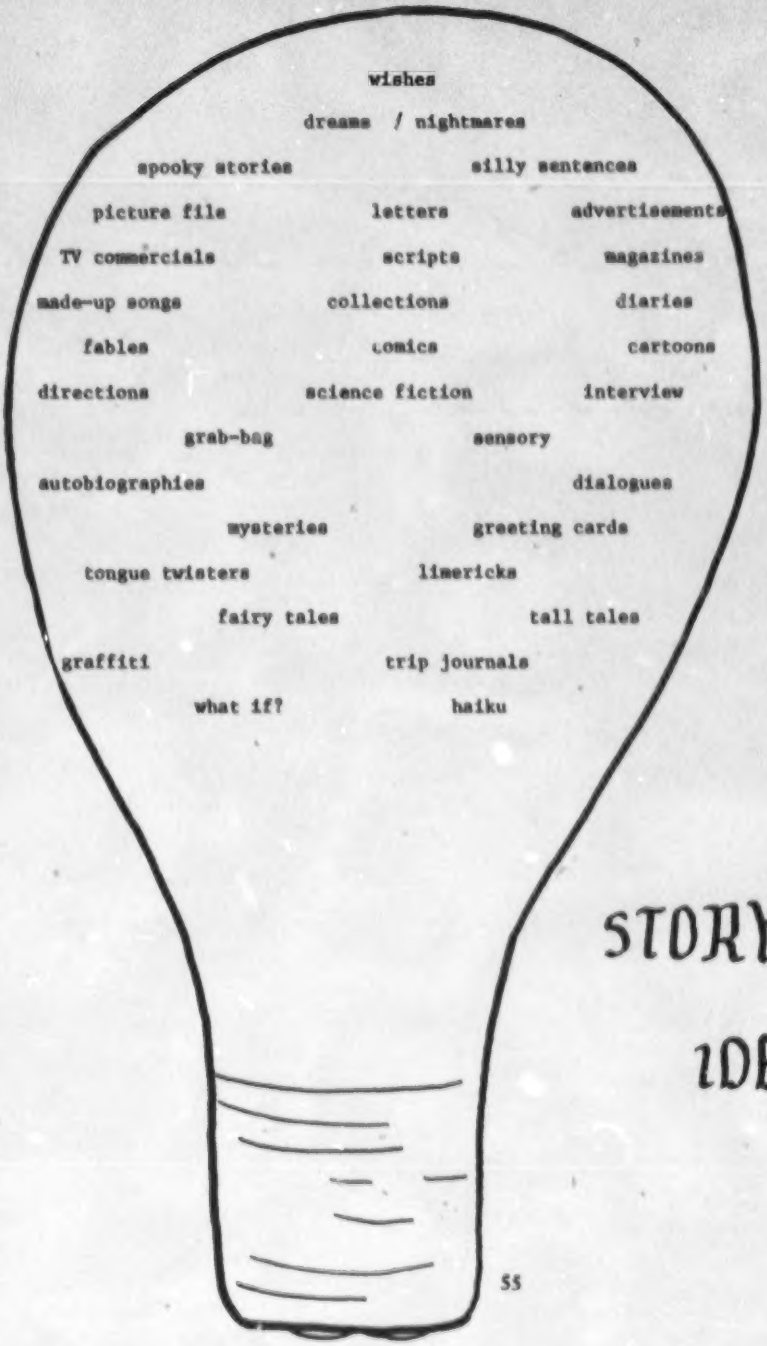
For more elaborage and technical bookbinding ideas, see Creative Bookbinding, by Pauline Johnson. Seattle: University of Washington Press.

WHO'S THE AUDIENCE ?

A List of Potential Audiences for Student-Produced Books.

A list of potential audiences for student-produced books.

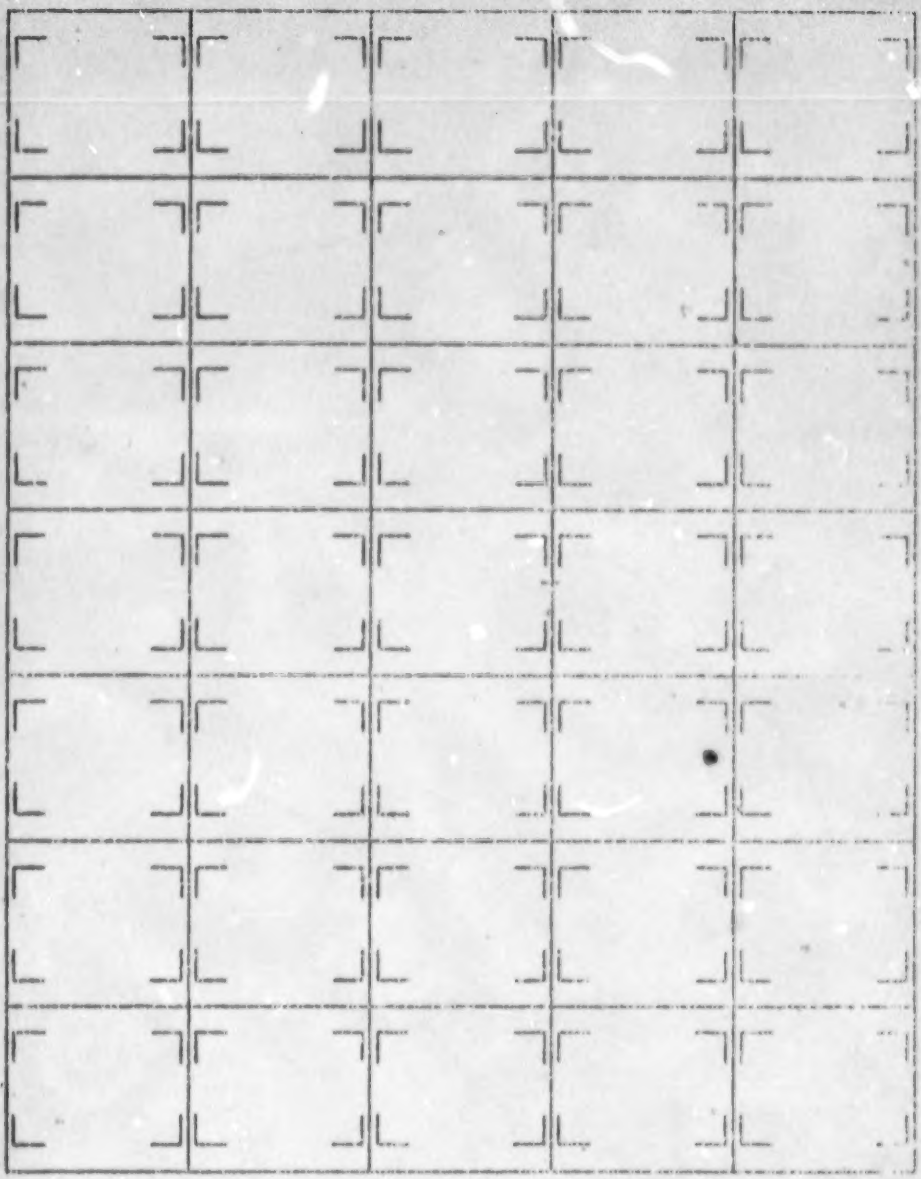
SUBJECT	AUDIENCE
All About Pet Care	Veterinarian Office
What Happens At The Dentist	Dentist Office
At The Hospital	Pediatric Ward
How To Save Energy	Gas & Electric Company
Our School	School Office
Our Eyes Are Important	Optometrist Office
Bicycle Safety	Bicycle Shop
Baby Care	Parents Of Newborn
Hair	Beauty or Barber Shop
Directories	Sr. Citizen Clubs
	Community



STORY IDEAS

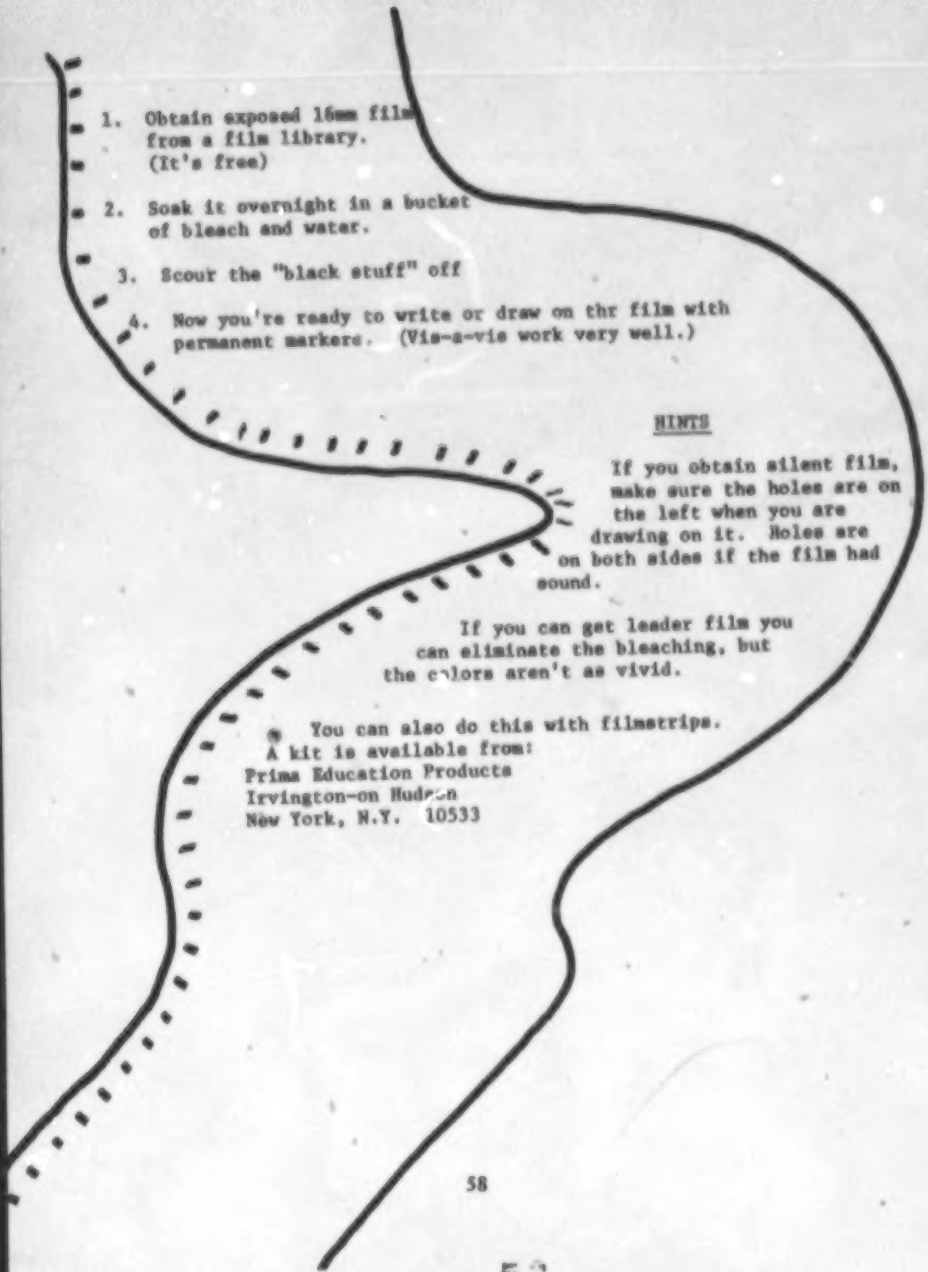
55

For 135 size (standard) 2" x 2" cut



BEST AVAILABLE COPY

FILMMAKING [WITHOUT A CAMERA]



1. Obtain exposed 16mm film from a film library. (It's free)
2. Soak it overnight in a bucket of bleach and water.
3. Scour the "black stuff" off
4. Now you're ready to write or draw on thr film with permanent markers. (Vis-a-vis work very well.)

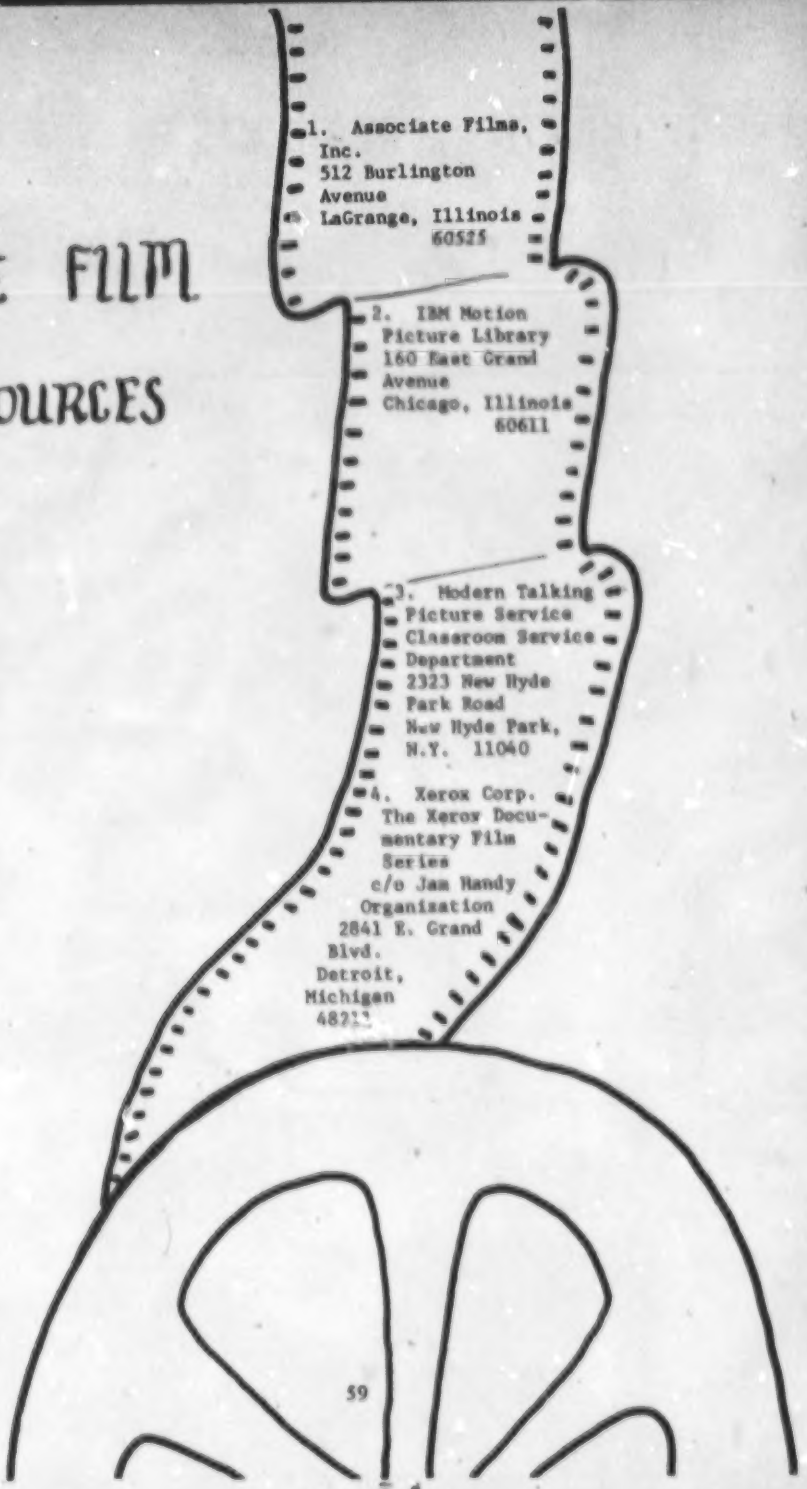
HINTS

If you obtain silent film, make sure the holes are on the left when you are drawing on it. Holes are on both sides if the film had sound.

If you can get leader film you can eliminate the bleaching, but the colors aren't as vivid.

You can also do this with filmstrips. A kit is available from:
Prima Education Products
Irvington-on Hudson
New York, N.Y. 10533

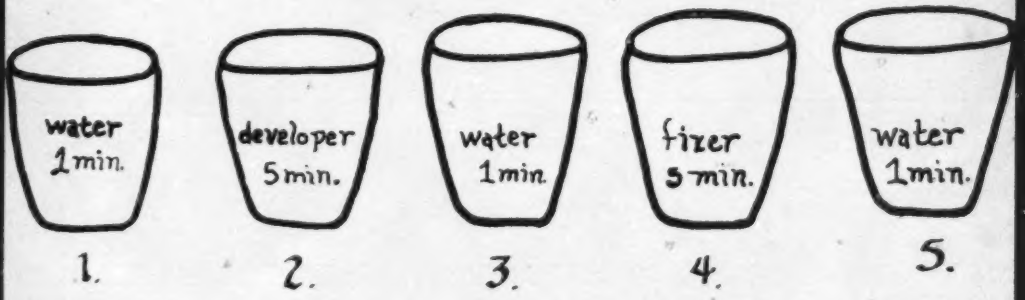
FREE FILM SOURCES



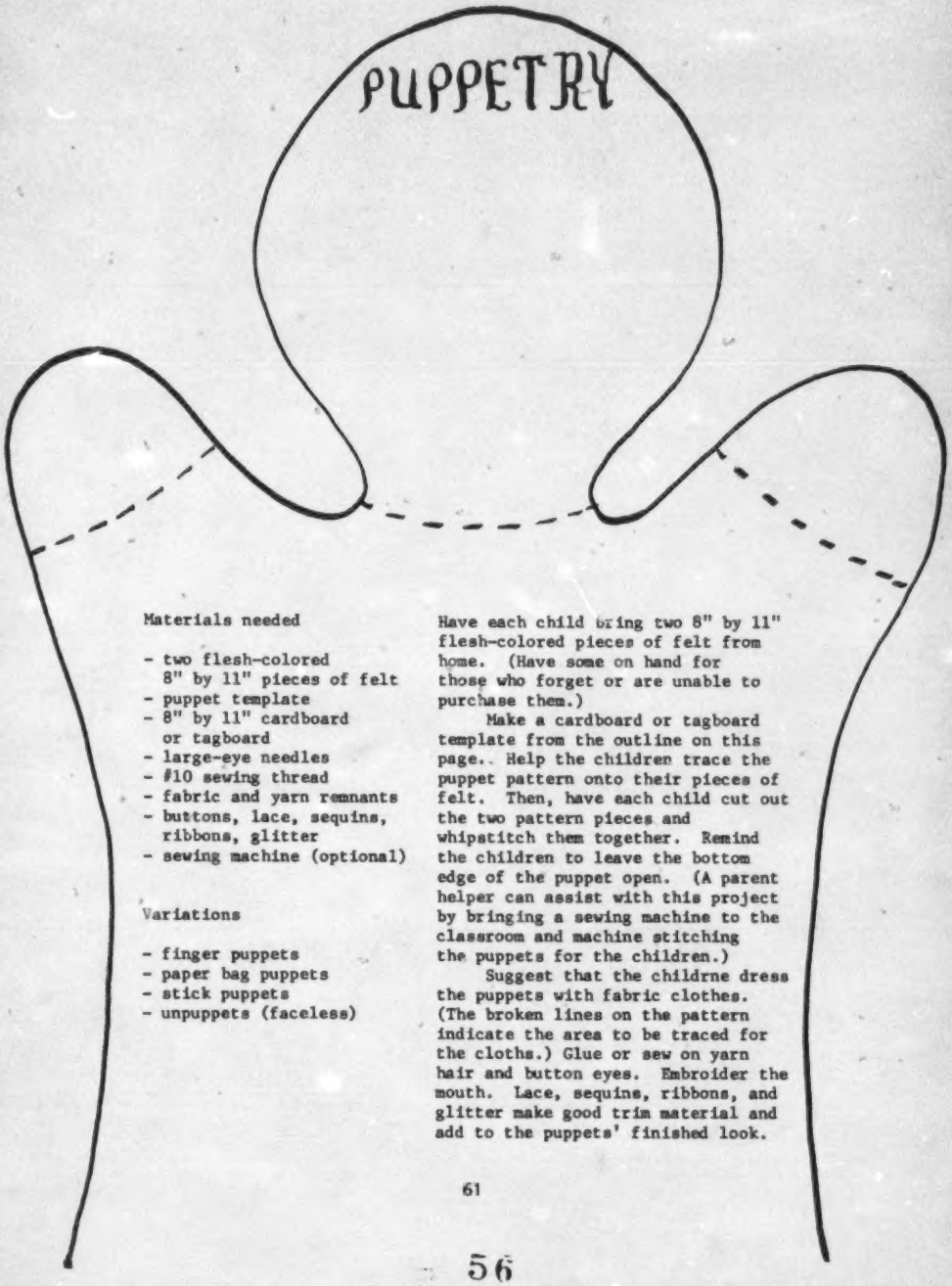
PHOTOGRAMS
PICTURES WITHOUT A CAMERA

Photograms are especially suited for use with very young children because of the ease with which they can be made. All that is needed is a totally dark room (or closet); some photographic paper; a lightsource; and some prepared developer and fixer (photographic chemicals that are easily prepared). In the dark room the child places the objects that he has chosen on a piece of photographic paper. After he has them arranged to his liking he exposes the paper briefly with light (5 to 10 seconds). The best light source for this would be the closet light with a 60 watt bulb. Then the child brings out the image on the paper by placing the paper in the developer for 3 to 5 minutes -- the lights are out all this time. Then the paper is washed and hung to dry.

When considering what materials to use in his photogram, the child thinks about design, texture, shape of objects, and how light will react to certain materials.



PUPPETRY



Materials needed

- two flesh-colored 8" by 11" pieces of felt
- puppet template
- 8" by 11" cardboard or tagboard
- large-eye needles
- #10 sewing thread
- fabric and yarn remnants
- buttons, lace, sequins, ribbons, glitter
- sewing machine (optional)

Variations

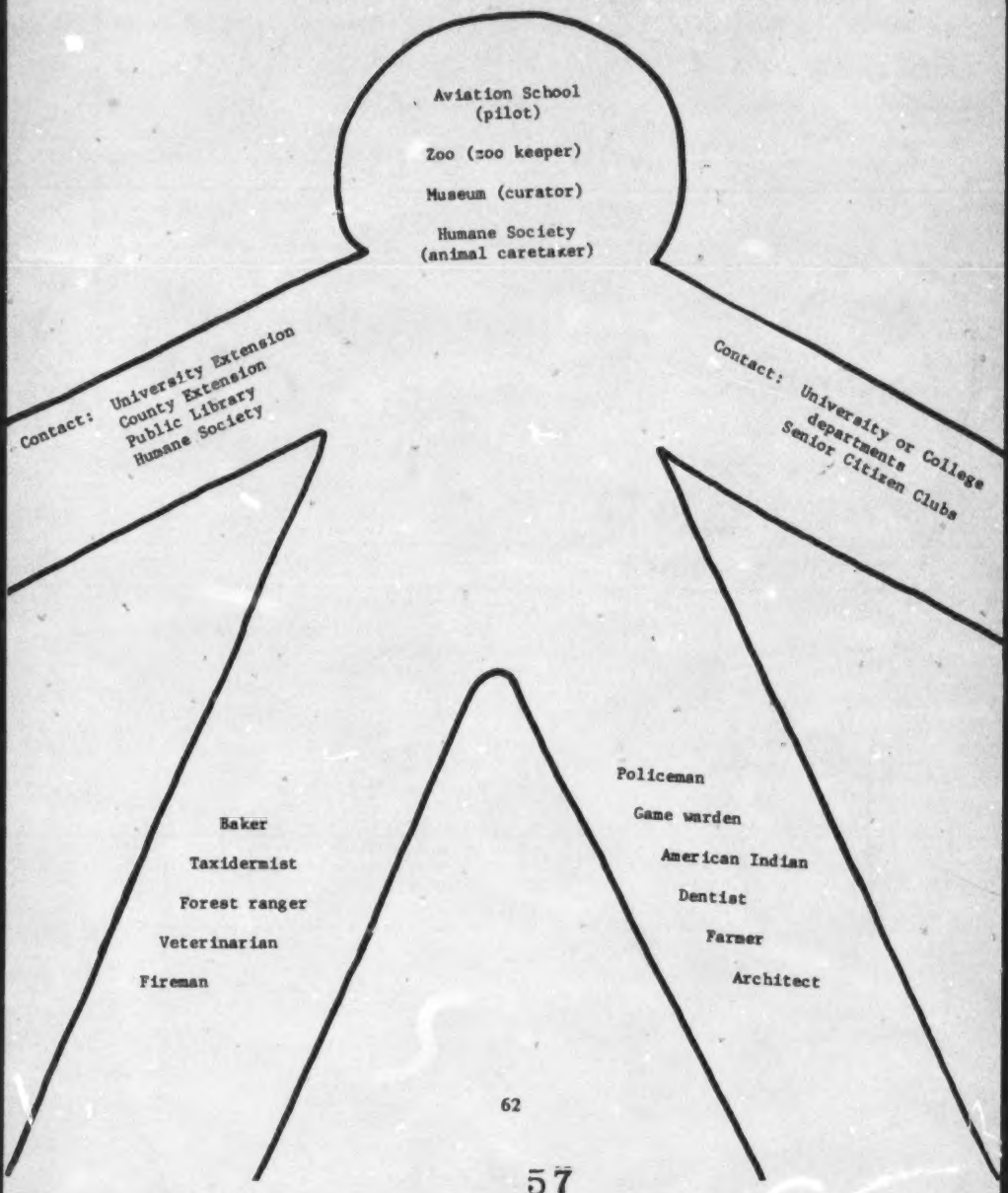
- finger puppets
- paper bag puppets
- stick puppets
- unpuppets (faceless)

Have each child bring two 8" by 11" flesh-colored pieces of felt from home. (Have some on hand for those who forget or are unable to purchase them.)

Make a cardboard or tagboard template from the outline on this page. Help the children trace the puppet pattern onto their pieces of felt. Then, have each child cut out the two pattern pieces and whipstitch them together. Remind the children to leave the bottom edge of the puppet open. (A parent helper can assist with this project by bringing a sewing machine to the classroom and machine stitching the puppets for the children.)

Suggest that the childrne dress the puppets with fabric clothes. (The broken lines on the pattern indicate the area to be traced for the cloths.) Glue or sew on yarn hair and button eyes. Embroider the mouth. Lace, sequins, ribbons, and glitter make good trim material and add to the puppets' finished look.

HUMAN RESOURCES



TAP THESE

Post office: Stamps, posters

Bell Telephone: Telephone teaching kit

Graber Company: Drapery cord

Restaurants: Cork

Telephone Company: Old phone books

Travel bureau: Posters

Hobby shops: Catalogs

Automobile Association: Brochures

Auto, implement, hardware, TV, and radio dealers: Catalogs

Drapery, rug, and upholstery dealers: Color samples

Paint stores: formica and paint samples

Grocery stores: Display media

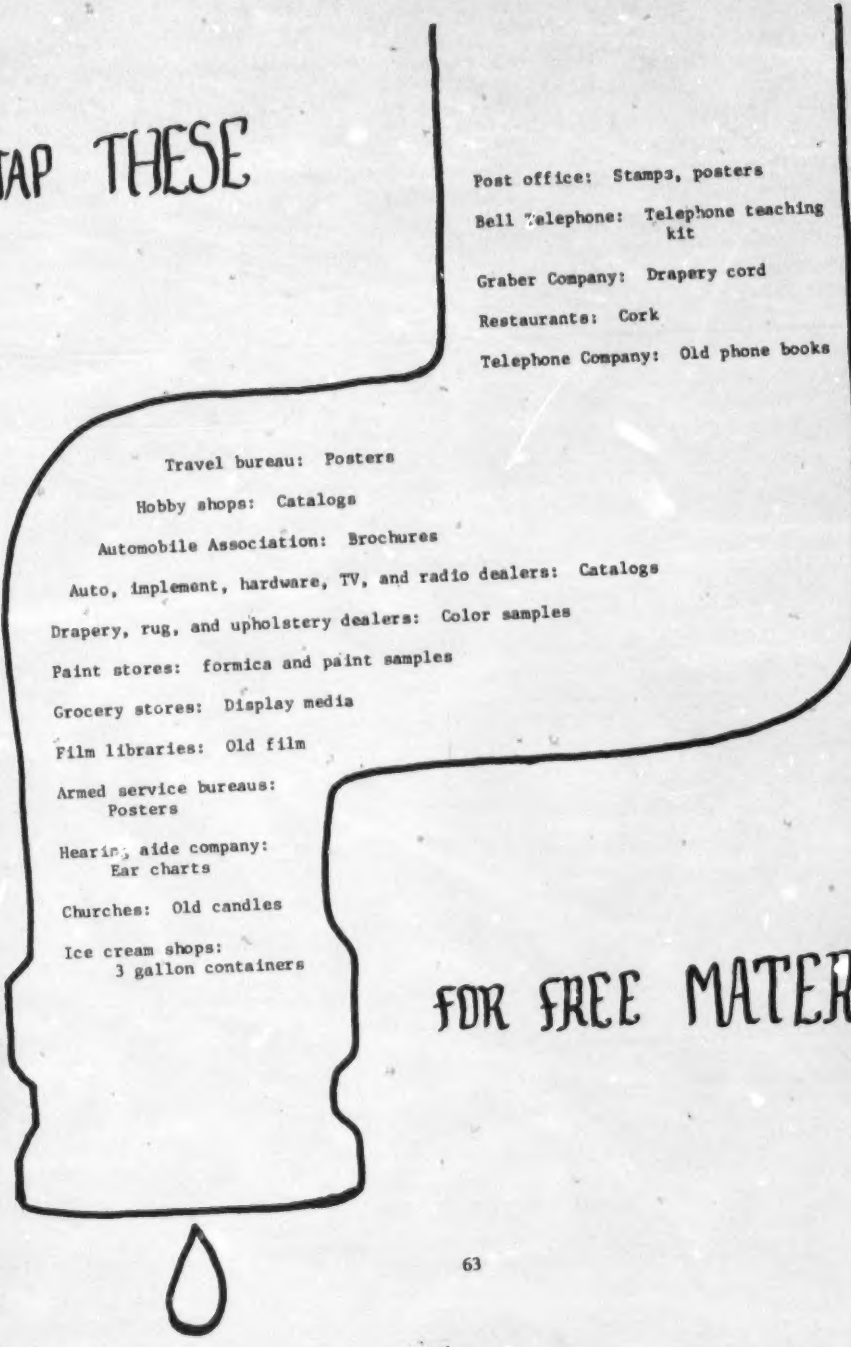
Film libraries: Old film

Armed service bureaus: Posters

Hearing aide company: Ear charts

Churches: Old candles

Ice cream shops: 3 gallon containers



FOR FREE MATERIALS

BAG OF TRICKS

National Congress of American Indians
1765 P Street N.W.
Washington, D.C. 20036

Navajo Curriculum Center
Rough Rock Demonstration School
Chinle, Arizona 86503

American Indian Historical Society
1451 Masonic Avenue
San Francisco, California 94117

Cooperative Children's Book Center
4290 Helen C. White Hall
600 N. Park Street
Madison, Wisconsin 53706

Federal Property Program:

Madison Center
201 S. Dickinson St.
Madison, WI 53702
Phone: A/C 608 266-1561

Camp Douglas Center
Camp Douglas, WI 54618
Phone: A/C 608 427-6575

Menominie Center
Tainter St.
P.O. Box 97
Menominie, WI 54751
Phone: A/C 715 232 2178

Milwaukee Center
1925 E. Kenilworth
Milwaukee, WI 53202
Phone: A/C 414-963-5391

Little Chute Center
Randolph Drive
Route #5, Box 351M
Appleton, WI 54911
Phone: A/C 414-735-5800

Check with your superintendent for membership card. Purchases are billed to school district and are not intended for personal use.

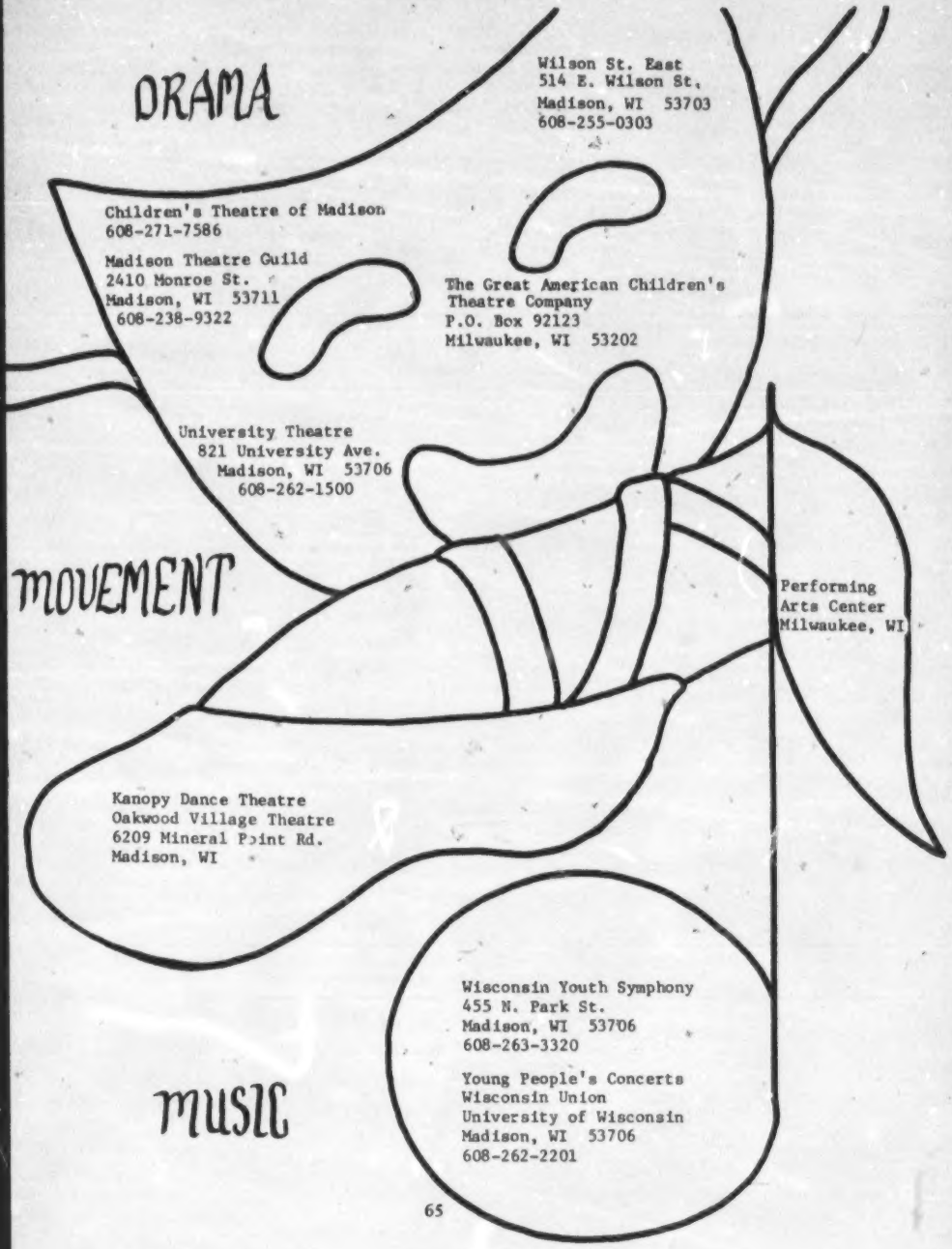
DEMCO (art materials)
Box 1488
Madison, WI 53701

Subscription Dept.
"Filmmakers Newsletter"
P.O. Box 115
Ward Hill, MA 01830

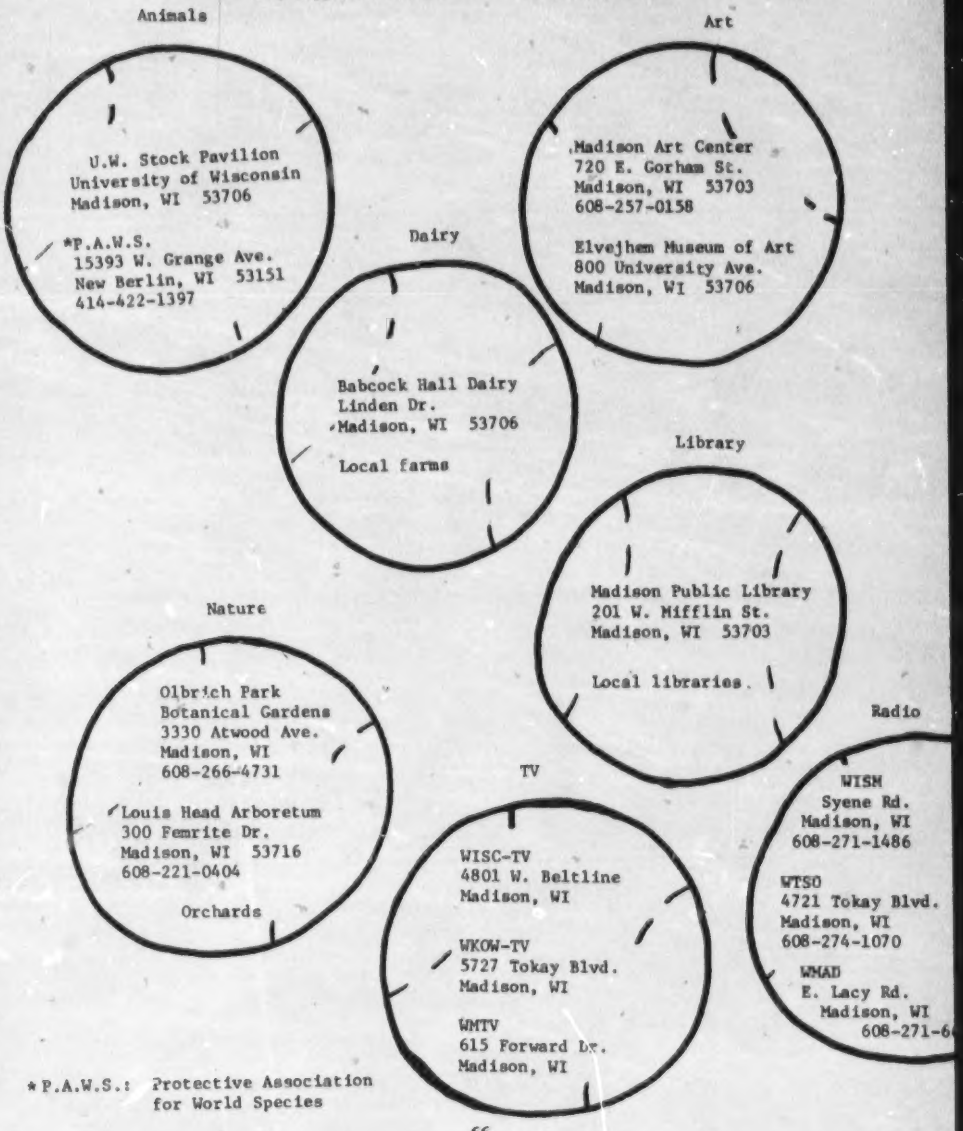
Bubble Gum Kit ($2.00)
Arlington Confection Co.
North Oak
Arlington, TE 76011

Old Radio Scripts
Wisconsin State
Historical Society
816 State St.
Madison, WI 53706
608-262-3421

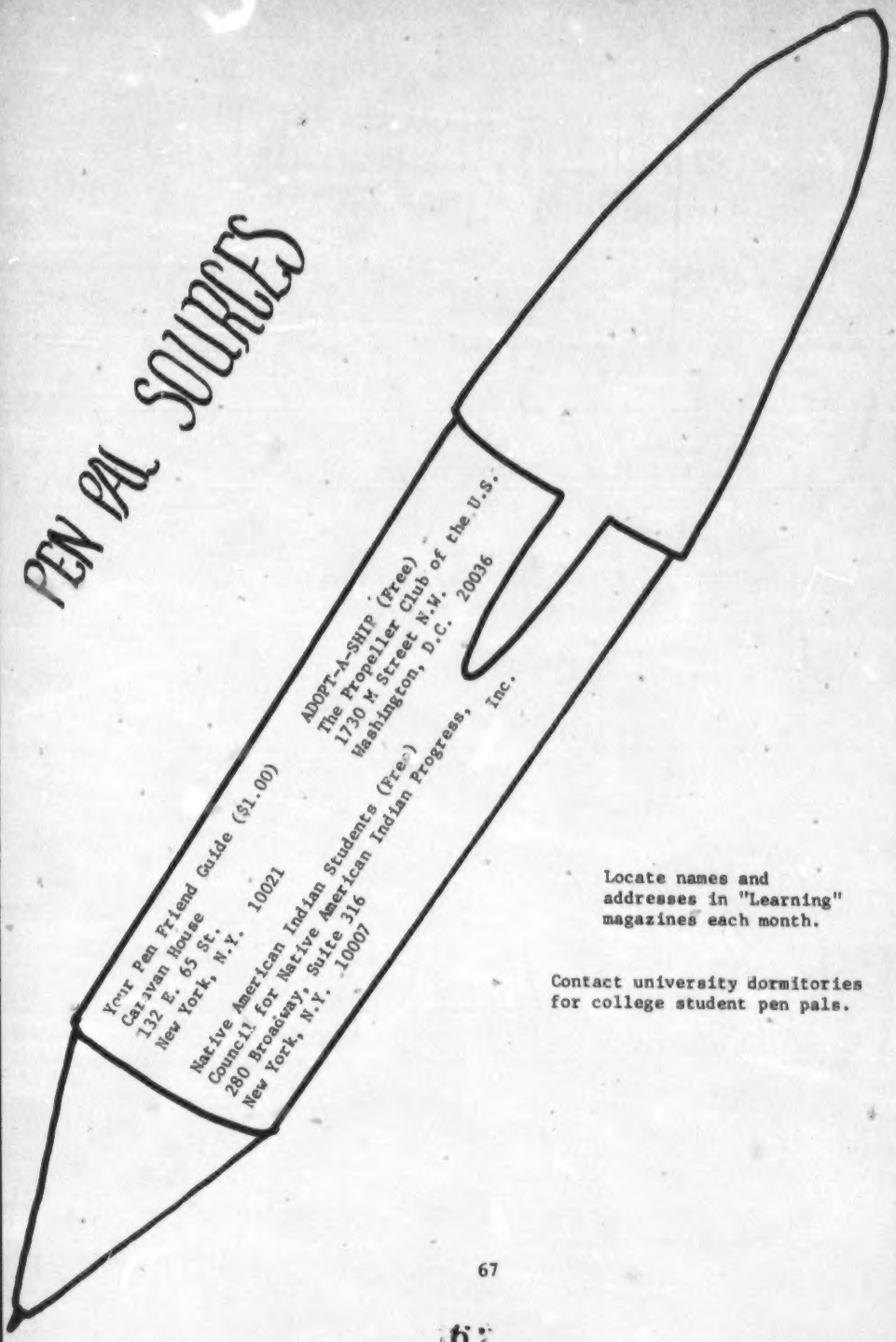
USDA
Bee Research Lab
Mineral Point Rd.
Madison, WI
608-233-9229
(loans live bees and hive)


DRAMA
Wilson St. East
514 E. Wilson St.
Madison, WI 53703
608-255-0303
Children's Theatre of Madison
608-271-7586
Madison Theatre Guild
2410 Monroe St.
Madison, WI 53711
608-238-9322
The Great American Children's
Theatre Company
P.O. Box 92123
Milwaukee, WI 53202
University Theatre
821 University Ave.
Madison, WI 53706
608-262-1500
MOVEMENT
Performing
Arts Center
Milwaukee, WI
Kanopy Dance Theatre
Oakwood Village Theatre
6209 Mineral Point Rd.
Madison, WI
Wisconsin Youth Symphony
455 N. Park St.
Madison, WI 53706
608-263-3320
Young People's Concerts
Wisconsin Union
University of Wisconsin
Madison, WI 53706
608-262-2201
MUSIC

FIELDER'S CHOICE

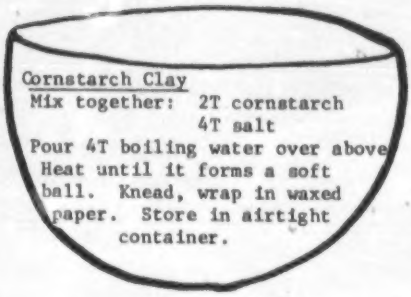


*P.A.W.S.: Protective Association for World Species


PEN PAL SOURCES
Your Pen Friend Guide ($1.00)
Carlyan House
132 E. 65 St.
New York, N.Y. 10021
Native American Indian Students (Free)
Council for Native American Indian Progress, Inc.
280 Broadway, Suite 316
New York, N.Y. 10007
ADOPT-A-SHIP (Free)
The Propeller Club of the U.S.
1730 M Street N.W.
Washington, D.C. 20036
Locate names and addresses in "Learning" magazines each month.
Contact university dormitories for college student pen pals.

MEDIBLE CONCOCTIONS

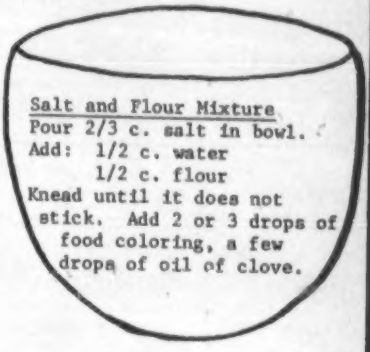
Make something you're writing about



Cornstarch Clay

Mix together: 2T cornstarch
4T salt

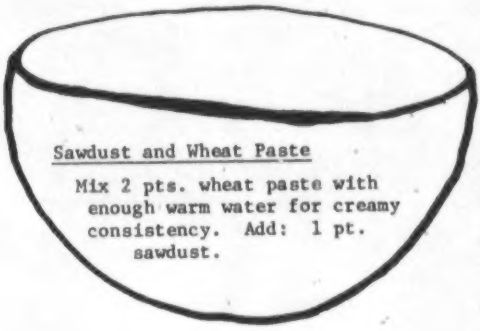
Pour 4T boiling water over above. Heat until it forms a soft ball. Knead, wrap in waxed paper. Store in airtight container.



Salt and Flour Mixture

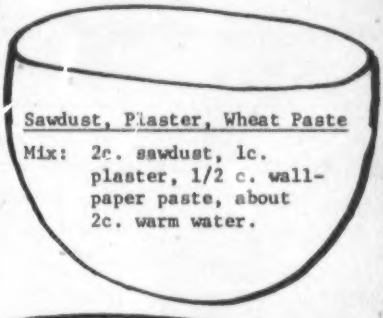
Pour 2/3 c. salt in bowl.
Add: 1/2 c. water
1/2 c. flour

Knead until it does not stick. Add 2 or 3 drops of food coloring, a few drops of oil of clove.



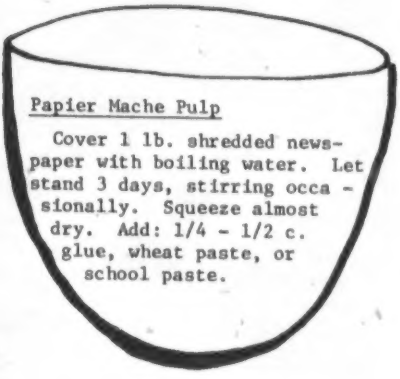
Sawdust and Wheat Paste

Mix 2 pts. wheat paste with enough warm water for creamy consistency. Add: 1 pt. sawdust.



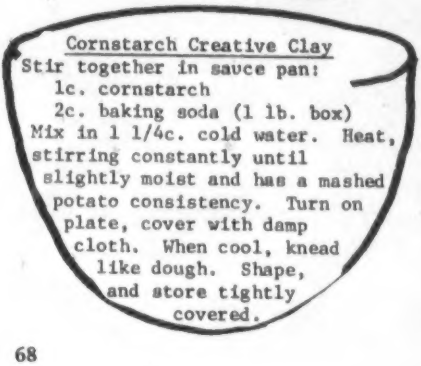
Sawdust, Plaster, Wheat Paste

Mix: 2c. sawdust, 1c. plaster, 1/2 c. wallpaper paste, about 2c. warm water.



Papier Mache Pulp

Cover 1 lb. shredded newspaper with boiling water. Let stand 3 days, stirring occasionally. Squeeze almost dry. Add: 1/4 - 1/2 c. glue, wheat paste, or school paste.



Cornstarch Creative Clay

Stir together in sauce pan:
1c. cornstarch
2c. baking soda (1 lb. box)

Mix in 1 1/4c. cold water. Heat, stirring constantly until slightly moist and has a mashed potato consistency. Turn on plate, cover with damp cloth. When cool, knead like dough. Shape, and store tightly covered.

TASTING EXPERIENCES

Stimulate a writing activity. Here are some recipes to try.

Root Beer (for your Halloween Writing Experience which is done with paraffin on white paper)

5 gallons cold water
pounds sugar *
1-3oz. bottle root beer extract
10 pounds dry ice**

Brew one hour in a large vat

*Available at most grocery stores
**Midwest Carbonic Co., 120 S. Dickinson St., Madison, WI 257-5734
Heller's Carbonic Service, 75 S. Beltline Hwy., Madison, WI 271-5400

Stone Soup (use with Brown's Stone Soup and then write other Stone Soup stories. Folklore. Scribner, N.Y. 1947)

6 cups water
4 cups carrots diced
3 cups diced onions
1/2 cup rice
2 cups chopped celery

Simmer over low heat until vegetables are tender.

Snow Balls (great for cold, wintry days and guaranteed to spark some chilly poetry)

2 cups crunchy peanut butter
3/4 cup marshmallow cream
1/2 6oz. bag chocolate chips

Roll into balls and roll in coconut.

Pretzels (try this after reading Wally the Baker)

1 cake yeast
1 1/2 c. warm water
1t. salt
1T. sugar
4c. flour
1 large egg

Knead until thoroughly mixed. Shape. Sprinkle with coarse salt. Bake at 350° until brown.

Peanut Butter Bugs (these may inspire insect poems)

1/4 c. peanut butter
1T wheat germ
1T honey
2 1/2 T dry milk

Model snakes, bugs, snails, etc. Cut short pieces of licorice for legs and eyes.

Moon Balls (make these in conjunction with your astronomy unit)

1c. non-fat dry milk
1/2 c. honey
1/2 c. peanut butter

Roll into balls and roll in crushed granola.

The Teacher Center

The Teacher Center concept is a relatively new idea in staff development. It is a place where teachers can share ideas. It is a place for revitalizing, refreshing, and renewing yourself. Centers may offer workshops, classes, tools, materials, professional literature, a recycling center, a store, and consulting services. Memberships are available, sometimes free (depending on your location)! Check with the center nearest you for further information.

The Teacher's Workshop
Emerson Elemenbary School
2421 E. Johnson St.
Madison, WI 53703
Contact: Cathy Caro-Bruce

Milwaukee Area Teacher Exchange
5225 W. Valiet St.
Milwaukee, WI 53208
Contact: Jim Kroll

Great Rivers Teacher Center
Rusk Avenue
Sparta, WI 54656
Contact: Virginia Bell

Wisconsin Writing Project Participants

Summer 1979

Pat Anderson

Debra S. Annen
Deerfield Elementary School

Donna Behn
Columbus High School

Katherine M. Burke
Wisconsin Dells Grade School

Irene Diamond
Malcolm Shabazz High School,
Madison

Arthur A. Donisch
Middleton High School

David Gawenda
Monona Grove High School

Leanne Glickman
Deerfield Elementary School

Vicki L. Hamstra
E.G. Kromrey Middle School,
Middleton

Bill Hughes
Deerfield Public Schools

Ken Johnson
Johnson Creek High School

Betty Kehl
Waterloo High School

Stephen W. Koslow
Cottage Grove Elementary School

Mary Larsen
Poynette Elementary School

Helen L. Lockwood
Johnson Creek High School

Maureen McGilligan-Bentin
Gompers Middle School, Madison

Katherine Mountain
Dekorra, Poynette

Virginia Pfotenhauer
Sauk Trail Elementary, Middleton

Kathryn Prosser
Wisconsin Dells Junior High School

Jacqueline Hay
Deerfield Middle School

Diane R. Rose
Black Earth Elementary School

Sandra Rowe
Poynette

Dennis Sampolinski
Dickason School, Columbus

Diane Schumann
Black Earth Elementary School

Susan Sewell
Columbus Public Schools

Arlys Stamm
Crestwood Elementary, Madison

Marilyn Westmas
Waterloo Elementary School

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